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ABSTRACT

This 1983-84 annual report on vocational education in Virginia is organized under four major categories: (1) recommendations for improving the state's vocational education programs, services, and activities; (2) the extent to which previous recommendations have received consideration; (3) review of the vocational education annual program plan provisions; and (4) review of service to people and their needs. The evaluations contained in the report resulted from data obtained from records and reports from agencies, interviews, public meetings, participation of Council members and staff in vocational activities and programs throughout the year, as well as evaluative studies and previous evaluations made by the Advisory Council. Recommendations for improving the state's vocational education programs include the establishment of local advisory councils, increasing efforts to keep potential dropouts in school, revision of minimum competency standards, review of the criteria used to evaluate the effectiveness of vocational education, and expansion of the advanced studies diploma program to allow greater participation by students who wish to concentrate on fine arts or vocational education. An appendix to the report gives statistics on current and expected job openings in various occupations in Virginia, various comparisons of 1982-83 high school graduates, and community college enrollments. (KC)

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Fifteenth Annual Evaluation Report

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Virginia State Advisory Council
on Vocational Education

December 1984

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FIFTEENTH ANNUAL EVALUATION REPORT

ON

VOCATIONAL EDUCATION IN VIRGINIA

1983-84

Submitted to the Secretary of Education

United States Department of Education

and

The National Advisory Council on Vocational Education

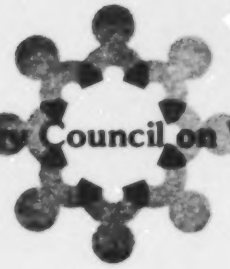
through

The Virginia State Board of Vocational Education

by

The Virginia State Advisory Council on Vocational Education

The Virginia State Advisory Council on Vocational Education was created by Congress through the Vocational Education Amendments of 1968 and continued through Title II of the Education of Amendments of 1976. Its members, drawn from a cross section of the public, are appointed by the Governor. The Council is charged by law to advise the State Board of Vocational Education concerning the operation of vocational education programs, services, and activities, and to make annual reports.



Virginia State Advisory Council on Vocational Education

December 31, 1984

Mr. Kenneth S. White, President
Virginia State Board of
Vocational Education
Richmond, VA 23216

Dear Mr. White:

Enclosed is the Fifteenth Annual Evaluation Report of the Virginia State Advisory Council on Vocational Education. This report is presented to the State Board of Vocational Education as required by Public Law 94-482 for the Board's review and response. The report, along with comments the State Board deems appropriate, must be submitted to the Assistant Secretary, Vocational and Adult Education; the United States Department of Education; and the Chairman of the National Advisory Council on Vocational Education.

The Advisory Council believes the implementation of the recommendations in this report will contribute to the improvement of vocational education in Virginia.

Sincerely,

Richard H. Webb

Richard H. Webb
Chairman

jmc

217—C Draper Road N.W. • P.O. Box "U" • Blacksburg, Virginia 24060 • Phone 703-961-6945

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FOREWORD

The Fifteenth Annual Evaluation Report on Vocational Education in Virginia for the "year under review" (1983-84) has been organized under four major headings:

I. Recommendations for improving the state's vocational education programs, services, and activities

II. Extent to which Council recommendations have received consideration

III. Review of the vocational education annual program plan provisions

IV. Review of service to people and their needs

The evaluations contained in this report resulted from data obtained from records and reports from agencies, interviews, public meetings, participation of Council members and staff in vocational activities and programs throughout the year, as well as evaluative studies and previous evaluations made by the Advisory Council.

It is the Advisory Council's responsibility to advise the Virginia State Board of Vocational Education (State Board of Education) concerning the development and operation of vocational education programs to meet the needs of the citizens of the Commonwealth. The Council is receptive to comments and suggestions that may be constructive and helpful to them in carrying out this task.

Appreciation is expressed by the Council to the Administrative Director and State Vocational Education Staff and to other individuals and groups who supplied information for inclusion in this report.

I. RECOMMENDATIONS FOR IMPROVING THE STATE'S VOCATIONAL EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES

The State Advisory Council on Vocational Education annually makes recommendations to the State Board of Vocational Education (State Board of Education) related to needed improvements in vocational programs and activities. The recommendations included in this report were developed as a result of issues and concerns identified in Council meetings and activities during FY 1984.

1. LOCAL ADVISORY COUNCILS

THE ADVISORY COUNCIL RECOMMENDS THAT THE STATE BOARD REQUIRE ADVISORY COUNCILS ON VOCATIONAL EDUCATION FOR EACH AGENCY AND INSTITUTION PROVIDING VOCATIONAL EDUCATION PROGRAMS.

The State Board of Vocational Education, Department of Education, and State Advisory Council on Vocational Education have worked jointly during the past two years to strengthen and improve the operation of advisory councils on vocational education. Revised federal legislation for vocational education no longer requires advisory councils, but it does require the participation of the public in the provision of vocational education at the local level, particularly the participation of employers and labor organizations.

The Council believes advisory councils are the best way to have systematic citizen, employer, and labor participation in the vocational education program. Therefore, the Council recommends councils be required, and procedures be established to assist in the effective operation of these councils.

The Council also feels a multi-year plan for technical assistance to strengthen and serve the needs of councils, program committees, and other ad hoc advisory groups for vocational education should be developed. The Council is ready to work cooperatively with the State Board and its staff to develop and implement such a plan.

2. POTENTIAL HIGH SCHOOL DROPOUTS

THE ADVISORY COUNCIL RECOMMENDS THAT A PROGRAM OF COUNSELING AND ADDITIONAL TRAINING FOR POTENTIAL SCHOOL DROPOUTS BE DEVELOPED TO PROVIDE INCREASED JOB OPPORTUNITIES FOR THESE STUDENTS WHEN THEY LEAVE SCHOOL, AND THAT THE STATE BOARD ESTABLISH INCENTIVES TO REWARD SCHOOL DIVISIONS THAT SUCCESSFULLY SERVE THIS HARD TO REACH GROUP OF STUDENTS.

Many young people continue to leave school prior to graduation ill prepared to function productively in our society. This non-productive portion of the people resource has a substantial impact on society at large and contributes to the pool that depends on a variety of social programs for existence or further development. While programs for the needy will always be necessary, it is more cost-effective to make substantial efforts through public education to assist young people at risk before they leave the system.

The Council recognizes efforts are underway in some school divisions to better serve potential dropouts. These efforts may identify effective ways to approach the problems related to helping these students.

The Council believes the State Board has a significant role to play in making this an important renewed effort in each school division. To do so, the Board must support the effort with incentives that demonstrate this importance to school boards, educators, and the public.

3. MINIMUM COMPETENCY FOR FURTHER EDUCATION AND/OR EMPLOYMENT

THE ADVISORY COUNCIL RECOMMENDS THAT A REVIEW BE MADE OF THE ASSESSMENT OF THE MINIMUM COMPETENCY RELATED TO FURTHER EDUCATION AND/OR EMPLOYMENT REQUIRED OF ALL STUDENTS IN THE STANDARDS OF QUALITY.

The minimum competencies related to qualifying for further education and/or employment and citizenship in the "Standards of Quality for Public Schools in Virginia, July 1984" are assessed at the school division level. The other two basic skill competencies in reading, writing, and speaking; and mathematical concepts and computations are assessed through a state testing program. The Council believes the local assessments for further education and/or employment are substantially inconsistent across school divisions and the results lack credibility.

This is an important competency since its attainment is required to receive a diploma from a public high school. The Advisory Council feels there is a need to look carefully at how this competency is being determined, and to then take steps to assure consistent application of its assessment throughout the state.

4. EFFECTIVENESS OF VOCATIONAL EDUCATION

THE ADVISORY COUNCIL RECOMMENDS THAT A REVIEW BE MADE OF THE CRITERIA USED TO EVALUATE THE EFFECTIVENESS OF VOCATIONAL EDUCATION AND THAT MORE COMPREHENSIVE CRITERIA BE ESTABLISHED TO MEASURE THE SUCCESS OF VOCATIONAL EDUCATION BEYOND THE TRADITIONAL DETERMINATION OF EMPLOYMENT.

The success of vocational education programs has been measured traditionally by the percentage of program completers that secure employment in the occupational field of training or a related field.

Vocational education serves broader purposes than just preparation for employment. Other aspects of the program should also be used to determine the effectiveness of vocational education in meeting a variety of students needs. The new federal vocational education legislation should be analyzed to determine the criteria for vocational program effectiveness. These criteria should then be expanded, if appropriate, to describe all measures that should be used to determine the effectiveness of vocational education programs, activities, and services.

The Council agrees that employment in the occupational field of training or in a related field is an important measure of occupational preparation programs particularly at the postsecondary level. In this regard the Council feels that occupational preparation programs should only be established or continued on the basis of a specific relationship with labor market needs. This might take the form of identifying a reasonable number of job openings available in the area or region when the program is established, and requiring a minimum level of employment of graduates in the occupational field or enrollment in further education for continued support from the state.

5. EXPANSION OF ADVANCED STUDIES DIPLOMA REQUIREMENTS

THE ADVISORY COUNCIL RECOMMENDS THAT THE ADVANCED STUDIES DIPLOMA REQUIREMENTS BE EXPANDED TO ALLOW GREATER PARTICIPATION BY STUDENTS WHO WISH TO CONCENTRATE ON FINE ARTS OR VOCATIONAL EDUCATION.

Vocational education programs can be the means by which abstract concepts in math, science, and other academic disciplines are demonstrated and applied. Many advanced cognitive processes and applications are taught in courses such as data processing, electronics, machine shop, drafting, and television communications. Therefore, opportunities should be available that allow vocational students to pursue this more rigorous diploma and receive the Governor's Seal for outstanding educational achievement.

Currently, it is very difficult for a vocational or fine arts student of higher ability to earn an advanced studies diploma and Governor's Seal. This is true even though the curriculum content of the vocational or fine arts programs may be as demanding as the requirements prescribed in the advanced studies program. By granting a Governor's Seal only to students with a "B" average who pursue an "academic" program, more prestige is accorded this educational option. The result is a dichotomized educational program. The options available should challenge all students to pursue the most rigorous curriculums that meet their personal goals, and equal recognition should be available for those that do so and demonstrate outstanding achievement. In the words of Rufus W. Beamer, "the integration of vocational education into the general school programs brings benefits to both forms of education, but this is so only if they (the academic and the vocational) are treated as equal partners--not directly nor indirectly giving one higher status and priorities than the other." (Remarks by Dr. Rufus W. Beamer to the National Commission on Secondary Vocational Education, Knoxville, Tennessee, May 4, 1984.)

II. EXTENT TO WHICH COUNCIL RECOMMENDATIONS HAVE RECEIVED CONSIDERATION

The Virginia State Advisory Council submits, through its annual evaluation report, recommendations to the Virginia Board of Vocational Education pertaining to areas determined to be in need of attention. Board responses to recommendations included in the Advisory Council's Fourteenth Annual Evaluation Report follow:

1. MATHEMATICS AND SCIENCE CONTENT IN VOCATIONAL EDUCATION PROGRAMS

RECOMMENDATION

The Advisory Council recommends that information about math and science skills taught in vocational programs be communicated to parents, students, and counselors so the revised graduation requirements are not interpreted as offering vocational education as a way to avoid additional math or science instruction.

STATE BOARD RESPONSE

A BROCHURE DESCRIBING THE RATIONALE FOR THE PROVISION IN THE ACCREDITATION STANDARDS WHICH PERMITS THE COMPLETION OF A SEQUENCE OF COURSES FOR OCCUPATIONAL PREPARATION AS A SUBSTITUTE FOR ONE MATH OR SCIENCE REQUIREMENT WILL BE DEVELOPED. THIS BROCHURE WILL BE MADE AVAILABLE TO LOCAL SCHOOL DIVISIONS BY JUNE 30, 1985, FOR DISTRIBUTION TO STUDENTS, PARENTS, AND COUNSELORS.

A PUBLICATION TITLED OCCUPATIONAL PREPARATION PROGRAM OPTIONS EFFECTIVE JULY 1, 1984 RECENTLY HAS BEEN DISTRIBUTED TO SUPERINTENDENTS, VOCATIONAL EDUCATION ADMINISTRATORS, PRINCIPALS AND GUIDANCE COUNSELORS IN ALL SCHOOL DIVISIONS. THIS PUBLICATION ILLUSTRATES VARIOUS OPTIONS, BY MAJOR PROGRAM AREAS, THAT MAY BE USED AS SUBSTITUTES FOR ONE MATH OR SCIENCE COURSE REQUIREMENT AND INDICATES THE NECESSITY OF MATH AND/OR SCIENCE CONTENT BEING A VISIBLE PART OF LOCAL CURRICULUM GUIDES. THE STATE STAFF IS CURRENTLY STUDYING THE FEASIBILITY OF PRODUCING ADDITIONAL INFORMATION BY SPECIFIC COURSES THAT WOULD IDENTIFY SPECIFICALLY THE MATH AND SCIENCE CONTENT OF EACH COURSE.

2. REPORT FROM LOCAL VOCATIONAL EDUCATION ADVISORY COUNCILS

RECOMMENDATION

The Advisory Council recommends that a report of vocational advisory council activities be made a required part of the annual local vocational education plan.

STATE BOARD RESPONSE

THE BOARD BELIEVES THIS IS A GOOD RECOMMENDATION AND WILL RESULT IN STRENGTHENING THE TIES WITH BUSINESS AND INDUSTRY. BY JANUARY, 1985, A REPRESENTATIVE OF THE STATE ADVISORY COUNCIL AND A STAFF PERSON OF THE DEPARTMENT OF EDUCATION WILL PLAN AND DEVELOP A FORMAT FOR THIS REPORT

WHICH SHALL BE VERY SPECIFIC ABOUT WHAT IS TO BE REPORTED BY LOCAL EDUCATION AGENCIES. UPON COMPLETION OF THE REPORT FORMAT, IT WILL BE SUBMITTED TO THE BOARD FOR FURTHER DISCUSSION, AT WHICH TIME THE MOST APPROPRIATE TIME FOR RECEIVING COMPLETED REPORTS FROM LOCALITIES WILL BE DETERMINED.

3. STATE BOARD INVOLVEMENT IN PLANNING FOR VOCATIONAL EDUCATION

RECOMMENDATION

The Advisory Council recommends that the State Board, through its Program and Policy Committee on Vocational Education, become more involved by participating in the planning of vocational education to develop a comprehensive plan to meet individual, labor market, and economic development needs.

STATE BOARD RESPONSE

THE PROGRAM AND POLICY COMMITTEE ON VOCATIONAL EDUCATION OF THE STATE BOARD OF EDUCATION WILL MAKE PLANS TO MEET AT LEAST TWO TIMES WITH THE STATE PLAN AND ACCOUNTABILITY REPORT COMMITTEE FOR THE DEVELOPMENT OF THE FY 1985-86 PLAN.

4. EMPLOYMENT COUNSELING AND PLACEMENT SERVICES

RECOMMENDATION

The Advisory Council recommends that the State Board assess the current status of, clarify the responsibility for, and identify model programs of employment counseling and placement services under section 22.1-209, Code of Virginia.

STATE BOARD RESPONSE

THE BOARD WILL APPOINT A COMMITTEE OF STATE STAFF PERSONS REPRESENTING THE GUIDANCE AND COUNSELING SERVICE AND THE DIVISIONS OF OCCUPATIONAL AND ADULT EDUCATION TO ASSESS THE CURRENT STATUS OF EMPLOYMENT COUNSELING AND PLACEMENT SERVICES WITHIN THE PUBLIC SCHOOL SYSTEMS BY JUNE, 1985.

5. ENTREPRENEURSHIP

RECOMMENDATION

The Advisory Council recommends that the State Board incorporate a training component on entrepreneurship within each vocational education occupational preparation program.

STATE BOARD RESPONSE

THE BOARD WILL ENCOURAGE THE DELIVERY OF ENTREPRENEURSHIP TRAINING THROUGH THE VARIOUS STUDENT ORGANIZATIONS WHICH ALREADY STRESS LEADERSHIP DEVELOPMENT AND OTHER ACTIVITIES WHICH CONTRIBUTE TO ENTREPRENEURSHIP TRAINING. AS THE COUNCIL IS AWARE, ONE PROGRAM AREA HAS BEEN INVOLVED WITH THE DEVELOPMENT OF AN INSTRUCTIONAL PACKAGE ON ENTREPRENEURSHIP. THESE MATERIALS WILL BE FURTHER TESTED DURING FY 1984-85 AND CONSIDERATION WILL BE GIVEN FOR THE INCLUSION OF SIMILAR TRAINING IN OTHER PROGRAMS.

III. REVIEW OF THE VOCATIONAL EDUCATION ANNUAL PROGRAM PLAN PROVISIONS

The 1983 vocational education program plan included eleven continuing objectives and nine improvement objectives. The continuing objectives identified planned levels of enrollments, completions, student organization participation, etc., and involved 30 strategies. The improvement objectives supported activities intended to bring about improved quality in vocational programs and related services. There were 56 strategies identified with the improvement objectives. Information about accomplishments during FY 1984 will be available in the winter of 1985.

VOCATIONAL EDUCATION GOALS

Consistent with their aptitudes, interests, and educational needs, youth and adults in Virginia will:

1. Become aware of employment or self-employment opportunities and requirements for making career choices and for determining their educational programs.

2. Acquire the competencies needed for employment or self-employment in occupations of their choice for which there are employment opportunities.

3. Acquire the competencies needed for consumer use of goods and services, for home and family living, and for personal needs.

4. Develop leadership abilities, demonstrate an understanding of the American private enterprise system, exhibit responsible citizenship, and make a successful transition from school to work.

5. Benefit from programs improved and updated through a coordinated vocational education delivery system which fully utilizes public, private, and proprietary resources.

CONTINUING OBJECTIVES

1. By June 30, 1987, 181,253 students will be enrolled in occupational programs at the secondary level as verified by the Vocational Education Reporting System.

	Projected 1983	Actual 1983
Regular Programs	173,862	156,594
Disadvantaged/Special Programs	9,029	10,512
Handicapped/Special Programs	3,482	3,711
	186,373	170,817

There were 13,597 students identified as disadvantaged and 3,282 identified as handicapped within the regular program enrollments.

2. By June 30, 1987, 35,771 students will be enrolled in postsecondary occupational preparation programs as verified by the Virginia Community College System and the Vocational Education Reporting System.

	Projected 1983	Actual 1983
Regular Programs	34,345	58,511

Disadvantaged and handicapped students are included in the above enrollments but cannot be identified separately. The large number of actual enrollees over the projected number is the result of reporting all students in postsecondary institutions as postsecondary rather than categorizing some as adults.

3. By June 30, 1987, 101,752 adult students will be enrolled in short-term, long-term and apprenticeship programs as verified by the Vocational Education Reporting System (VERS) and the Virginia Community College System.

	Projected 1983	Actual 1983
Adults	91,012	83,593

There were 1,638 disadvantaged adults and 836 handicapped adults included in the adult enrollment total.

One statewide project serving target groups of women was conducted under this objective. Eleven persons completed a five-week course in personal and work related skills development. Additionally, sixty-six calls were received and processed through a toll-free information and referral service.

4. By June 30, 1987, 55,013 students will complete occupational preparation programs or leave school prior to completion with a marketable skill, as verified by the Vocational Education Reporting System and the Virginia Community College System.

	Projected 1983	Actual 1983
Secondary	30,053	31,981
Postsecondary	6,507	7,577
Adult	13,526	5,147
	50,086	44,705

Work study programs were also included under this objective. Forty-one programs served 824 students.

5. By June 30, 1987, 91,345 students will be enrolled in secondary consumer and homemaking programs as reported by the Vocational Education Reporting System.

	Projected 1983	Actual 1983
Regular Programs	75,153	63,494

There were 9,256 students identified as disadvantaged and 2,250 students identified as handicapped within the regular program enrollments.

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6. By June 30, 1987, 13,798 adults will have been served in consumer and homemaking classes during the 1982-83 school year as reported through the Vocational Education Reporting System.

	Projected 1983	Actual 1983
Adults	11,364	10,314

There were 108 disadvantaged adults and 15 handicapped adults included in the above enrollment total.

7. By June 30, 1987, over 82,726 students will be enrolled in approved orientation and exploration courses, as verified by the Vocational Education Reporting System.

	Projected 1983	Actual 1983
Orientation and Exploration	92,314	97,734

There were 10,715 disadvantaged students and 3,174 handicapped students included in the above enrollment total.

8. By June 30 of each year, the master timetable and schedule for the planning and operation of programs under the Amendments of the Comprehensive Employment and Training Act (CETA) by local educational agencies in conjunction with the Division of Vocational Education will be developed and put into operation.

Eight strategies were identified with this objective and all were completed. An in-service conference was held for 165 directors, supervisors, counselors, and instructors. Cooperative agreements were negotiated with Service Delivery Areas, and twenty-five contracts for training were developed with local educational agencies. Monitoring visits were made to 167 local programs, and twenty-six workshops were held on competency-based education. Fifteen program evaluations were completed, and 174 technical assistance visits were made with local program operators.

9. By June 30, 1987, 103,135 persons will be members of vocational student organizations as reported by the state advisor of each organization.

	Projected 1983	Actual 1983
FFA	18,700	17,370
FBLA	16,375	18,241
DECA	14,811	14,716
FHA	17,500	19,891
AIASA	3,500	6,545
VICA	13,000	16,583
Young Farmers	2,000	1,413
Young Homemakers	925	846
Phi Beta Lambda	816	929
HOSA	1,031	1,454
HERO	2,000	2,465
	90,658	100,363

10. By June 30, 1987, a total of 233 local directors, supervisors, center principals, and assistant principals will be employed as reported through local applications.

	Projected 1983	Actual 1983
Directors	82	94
Assistant Directors	3	2
Supervisors	53	68
Center Principals	42	53
Center Assistant Principals	41	45
	221	262

11. By June 30 of each year, construction of vocational facilities designed to meet the needs of all student populations will be funded in accordance with Federal and state guidelines.

Funding was provided to start construction at two sites. One was an addition to a vocational center and the other was an alteration of existing facilities. Three projects were continued from the previous year, and each of these will be completed during FY 1984.

IMPROVEMENT OBJECTIVES

1. By June 30 of each year, pre-service and in-service education for professional staff in all vocational education program fields will be available, as evidenced both by traditional education programs and alternative approaches to pre-service and in-service education.

Twelve strategies under this objective involved pre-service and in-service education for vocational teachers, administrators, teacher educators, and state staff. Three hundred eighteen students were enrolled in pre-service programs and each vocational program area held several in-service workshops or meetings. Among these activities were an agricultural education workshop for machinery service teachers; a distributive education workshop to help teachers identify and serve handicapped and disadvantaged students more effectively; a trade and industrial education instructional conference of intensive training in the use of competency-based curriculum materials; workshops for special program teachers of disadvantaged, handicapped, gifted, and talented, and limited English proficiency students; a health occupations instructional conference with a variety of technical workshops; workshops for apprenticeship program coordinators; a number of workshops in home economics education to assist teachers to broaden the instructional programs for students and adults; a technology update for business education teachers during a summer instructional conference; regional clinics for industrial arts teachers on the use of new program standards; and leadership development activities for administrators from the secondary and postsecondary level on articulation of vocational programs. Guidelines were developed for serving gifted and talented students in vocational programs, and these are being used by each program area.

In-service training was also provided to teachers who sponsor student vocational organizations, and leadership development activities were conducted for officers of these organizations.

A task force reviewed procedures for planning and funding teacher education programs and services. This resulted in a revised two-year planning format that emphasizes the provision of services that would not otherwise be available. The new plan format also identifies the institutions funding level for each institution at an earlier date.

Two strategies dealing with the use of guidelines for working with disadvantaged and handicapped students were postponed until a later date due to an incomplete guide.

2. By June 30 of each year, curriculum materials will be provided to local school divisions in the quantity required to (1) maintain established programs, (2) supply new programs with recommended publications and materials, and (3) meet the state standards for implementation of competency-based education (CBE).

   A curriculum development center providing library loan services, disseminating services, in-service training, curriculum development, printing, materials acquisition, and design services was supported under this objective. The curriculum center is developing evaluation procedures for assessing materials produced in Virginia and those under consideration for purchase from other sources.

   Twenty-four instructional guides were developed and distributed to school divisions through the vocational program services. Seven instructional manuals and other supplementary materials were also produced. Fourteen V-TECS catalogs were printed and distributed, and IDECC materials were purchased for use in distributive education programs. An apprenticeship guide was also completed in draft form and materials from the guide are being field tested.

3. By June 30 of each year, the Research Coordinating Unit will provide vocational education data, conduct and/or coordinate research and developmental activities, and apply information technology to management and instructional systems.

   Seven strategies under this objective identified support for the research coordinating unit in the Department of Education, and a number of studies or other research activities. Memberships in several national curriculum efforts were continued including V-TECS, IDECC, and AAVIM.

   The Vocational Education Reporting System (VERS) project was continued, and the VERS user's guide was revised. The VERS project also assisted with evaluation data and conducted in-service activities on the reporting system.

   A task force was established to review the student and employer follow-up procedures. Revised questions for the reporting form were developed, and an interim plan was outlined for moving to a locally based follow-up system.

Twelve projects were continued in FY 1983 to further the full implementation of competency-based vocational education. These projects focused on implementation of CBE in specific vocational programs. Two additional projects on the articulation of competency-based vocational education between secondary and postsecondary levels and thirteen other research and exemplary projects identified in the plan were not funded. A study of factors that impede or enhance the delivery of vocational services and the development of trade and industrial education instructional resource guides were continued.

4. By June 30 of each year, each program service area and school division shall provide programs and/or services which meet the needs of target populations (disadvantaged, handicapped, and gifted and talented students) through differentiated activities and instructional options as evidenced by local plans submitted to the supervisor of local and regional planning.

   An instructional resource manual was developed by a committee of vocational and special education state staff members. The purpose of the manual is to assist localities to better serve handicapped students. A task force was also established within the Department of Education to expand cooperative efforts among state staff and program efforts to more effectively meet the vocational needs of handicapped persons.

   A committee was convened to clarify the role of various educational personnel in serving handicapped students. Final work on the guidelines will be completed in FY 1984. Additionally, a planning team met to identify effective ways to provide vocational evaluation and assessment services for handicapped students. Assistance to localities has been provided by the planning team, and they will continue to explore ways to better serve this important student group. Problems faced by handicapped adults have been reviewed to determine ways to provide community based vocational education for handicapped adults. Different funding strategies are under consideration, and workshops for local personnel are planned for FY 1984.

5. By June 30 of each year, students will be provided the occupational guidance and counseling services and materials necessary to formulate a career development program consistent with his or her interests, abilities, and occupational plans.

   A satellite unit was continued to direct the guidance and counseling activities in the state plan. One of the activities included thirty-seven positions partially funded to provide vocational guidance and counseling services in separate vocational-technical centers and other secondary schools. Six regional workshops were held with emphasis on integrating vocational guidance into a total guidance program, putting theory into practice, using microcomputers in vocational guidance, planning vocational education for college bound students, and how to use materials available for the course "Careers and You." Over 500 persons attended these workshops.

Forty-seven projects were financially supported to improve vocational guidance by using microcomputer guidance programs. Twenty-one were in public school systems, four in vocational education centers, nineteen in community colleges, and three in universities. The use of Virginia VIEW, an occupational information system, was a required part of each of these projects.

Several other strategies under this objective are scheduled to begin in FY 1984.

6. By June 30 of each year, the State Board of Vocational Education will evaluate the effectiveness of local vocational programs as evidenced by a report of the findings.

   Efforts to combine vocational evaluations with three on-site evaluations for meeting regional accreditation were unsuccessful in FY 1983. Incompatibility of scheduled evaluations precluded this coordinated approach. On-site evaluative efforts were achieved through state vocational staff supervisory follow-up visits.

   Twenty-five school divisions and five joint vocational centers were evaluated in FY 1983. State vocational staff conducted supervisory follow-up visits at each evaluation site and assisted in the development of recommendations for program improvement. The community college evaluation system includes a review of a cluster of programs system wide each year. During FY 1983, agriculture and natural resources technology programs were evaluated.

   In addition to the vocational education evaluations, state vocational staff participated in twenty-six administrative reviews of local school divisions. This review involved documentation of adherence to federal and state educational policies and laws.

7. By June 30 of each year, a state and local planning system will function effectively, as evidenced by the submission and approval of state and local plans.

   Seven strategies under this objective involved the development and dissemination of the vocational education state plan and accountability report. These activities were achieved as planned. The objective also involved the submission of local plans from school divisions and community colleges. Documentation on local advisory council establishment and involvement was included in local applications for state and federal assistance.

   Seven regional workshops for strengthening local advisory councils were planned and will be held in FY 1984. A guide for local councils was developed and disseminated and a slide-tape presentation on advisory councils was completed.

   One strategy involved convening a task force to review the allocation system for categorical vocational funds. This effort resulted in a revised planning instrument for use at the local level and the use of prior year data for distributing funds. These efforts should provide identified resources to the school divisions at an earlier date than in the past and improve the planning for and utilization of these resources.

8. By June 30 of each year, barriers that inhibit equal opportunities for both sexes in vocational education programs will be eliminated, as evidenced by program evaluation.

   Information on Virginia's sex equity program was made available to educators statewide and groups like the state vocational advisory council. Technical assistance activities were continued through meetings with school division personnel and interested organizations. A continuing effort was also made to review curriculum materials and other publications for sex bias.

   Two projects were supported in FY 1983. One was a career counseling project that involved a college working with fifteen school divisions to emphasize opportunities in non-traditional occupations. The other project involved a statewide conference to provide training and the exchange of ideas to enhance the status of women in educational administration.

9. By June 30 of each year, a continuing management support system will be provided to expedite proper and efficient administration of the state vocational education programs as evidenced by the U. S. Office of Education Report of Management Evaluation Review.

   One strategy under this objective identified state staff support in providing direction to the vocational program through activities including participation in a national professional development consortium, the use of program advisory councils, public information through a published newspaper, and in-service for state staff members. Another strategy focused on the development of occupational supply, demand, and wage data; and continuation of a career information system. These two efforts implemented by the Virginia Occupational Information Coordinating Committee have effectively filled an important need for planning and guidance services. The third strategy related to a review of vocational education in light of student, adult, and labor market needs. The State Board of Vocational Education established a task force on vocational education for economic growth, and it will look at various aspects of vocational education during FY 1984.

ANALYSIS OF THE DISTRIBUTION OF FUNDS FOR VOCATIONAL EDUCATION

During FY 1984 state funds for full-time equivalent students were allocated to school divisions on the basis of prior year enrollment data rather than using current year data. Most categorical funds will also be distributed on the basis of prior year data in FY 1985. These changes provide school divisions with the ability to determine allocations at an earlier date in the planning cycle. The criteria used in determing the allocation of funds to local school divisions are included in the administrative provisions of the vocational education state plan. These criteria are the relative ability to provide resources; vocational education needs of various populations; and the relative cost of programs, services, and activities. Data for each of the criteria are used to rank a division in relation to other divisions. The ranking determines the assignment of a point value, and the sum of the point values establishes an overall ranking. The ability to pay is weighted most heavily in this allocation procedure. The composite index used in the basic aid formula for distributing state funds is the major component in determining ability to provide resources. The basic aid formula uses true property values, personal income, and the portion of state sales tax designated for education. Additional information related to ability to pay involves data on the concentration of low income families. The ranking resulting from these data also receives a weighted point value. As a result, the two rankings related to ability to provide resources represent seventy-five percent of the factors determining the allocation of funds. Student dropout rates, unemployment rates, and the number of students not continuing further education are used to determine vocational education needs. The cost of programs is determined by the actual cost of education per student in average daily membership for the previous school year. Needs and costs represent the remaining twenty-five percent of the factors determining the allocation of funds.

The grouping of school divisions in the overall ranking is used to establish levels of reimbursement for federal and state funds allocated for a variety of vocational programs and services. State funds are also allocated on a full-time student enrollment basis for vocational programs. These funds represent the additional cost of vocational programs where lower student-teacher ratios exist.

Federal funds are allotted to the community colleges by the State Board of Vocational Education for persons who have completed or left high school and who are available for study in preparation for entering the labor market. The allocation formula for regular vocational programs in the community colleges relates to the average of the reimbursement rates for the school divisions in the community college district. Federal funds are also allocated to four-year institutions for teacher education programs. More specific details on these funding allocation systems can be found in the Virginia State Plan for Vocational Education, 1983-87 and the Updated Administrative Provisions for the Virginia State Plan for Vocational Education, 1983-87.

IV. REVIEW OF SERVICE TO PEOPLE AND THEIR NEEDS

IDENTIFICATION OF VOCATIONAL EDUCATION AND EMPLOYMENT TRAINING NEEDS OF VIRGINIA AND EXTENT THE APPROACH TO MEETING SUCH NEEDS IS CONSISTENT, INTEGRATED, AND COORDINATED

The Governor's Job Training Coordinating Council (GJTCC) is required by federal legislation to identify, with appropriate state agencies, the vocational education and job training needs of Virginia. Additionally, the GJTCC is to assess the extent to which vocational education, job training, rehabilitation services, public assistance, economic development, special education, and other programs represent a consistent, integrated, and coordinated approach to meeting such needs. The State Advisory Council on Vocational Education has worked jointly with the GJTCC to identify these needs and assess coordination efforts among agencies responsible for job training and related services.

Representatives of the two Councils met with staff of the Virginia Occupational Information Coordinating Committee (VOICC) and the Virginia Division of Industrial Development (DID). The purposes of the meeting were to review job training needs data, and receive information about the Virginia Occupational Information System (VOIS) and the Virginia Vital Information for Education and Work (VIEW) career information system. VOICC established the VOIS to provide a delivery system for occupational supply, demand, and wage data, and the Virginia VIEW program as a system to assist individuals with career planning decisions.

VOICC

VOICC is an interagency organization with voting membership from the Department of Education (vocational education), Virginia Employment Commission (VEC), Governor's Employment and Training Division (GETD), Department of Rehabilitative Services (DRS) and the Division of Industrial Development. The Coordinating Committe is responsible for assembling existing data into usable formats for planners of occupational and job training programs.

The major efforts of VOICC have been the VOIS and Virginia VIEW projects. The Tayloe Murphy Institute, University of Virginia, is the contractor for VOIS; and the College of Education, Virginia Tech, has the contract for Virginia VIEW.

SUPPLY, DEMAND, AND WAGE DATA

The fourth edition of Virginia Occupational Demand, Supply, and Wage Information, available in the fall of 1984, includes updated employment outlook projections to 1990. The demand information, developed from the VEC survey of employers through the Occupational Employment Statistics (OES) program and the Employment Service Automated Reporting System (ESARS), provides a much needed new base of data for program planners and others concerned with jobs in the future. The OES surveys are conducted for selected industry groups on three-year cycles and document current employment. ESARS provides additional valuable information about current surplus and shortage occupations. One of the major conclusions drawn from these new projections is that the jobs in 1990 will not be

greatly different from the jobs in 1984. Changes will evolve more slowly than the drastic high technology impact predicted just a few years ago (see Projected Occupational Change in Virginia 1980-1990, page 30).

Data improvements continue to strengthen the base of occupational information. These include an expanded scope of wage and salary information, an increased number of occupational titles from 45 to 63 in the manufacturing survey, a beginning look into wages paid by non-manufacturing industries such as banking and retail sales, and efforts to deal with elusive occupational mobility data. Problems continue to exist with supply side information and geographic mobility.

A special project of VOIS during 1984-85 will be a study of Virginia's occupational demands and changing job needs. This study was proposed by the Council of Higher Education and the Board of Education in late 1983. State funds to conduct the study were not appropriated by the 1984 Legislature, and VOICC will support the study to be done by the Taylor Murphy Institute.

VIRGINIA VIEW

The Virginia VIEW project will increase the number of occupations available in the career information system from 345 to 360. Another change includes the provision of brief job descriptions as part of the microcomputer version of the career search. Virginia VIEW is located at more than 1800 sites across the state in school divisions, Job Training Partnership Act (JTPA) Service Delivery Areas (SDA's), community colleges, four-year institutions, and private career schools. A toll free hotline, established in 1981, continues to receive a steady variety of requests for career information and related assistance. The Virginia VIEW project has also developed several publications and has recently updated the book on apprenticeship occupations in Virginia.

ADVISORY COUNCIL COMMENT

The Governor's Job Training Coordinating Council and the State Advisory Council on Vocational Education are pleased the fourth edition of Virginia Occupational Demand, Supply, and Wage Information will include updated demand projections to 1990 based on recent employer surveys. These new data will make the publication a more valuable resource for program planners and other decision makers.

In the spring of 1984, VOICC held a workshop to help planners and administrators better utilize available occupational data. This effort was very successful, but it only reached a limited number of individuals. In addition, some participants needed more directed assistance than was provided. Having good data for planning job training programs is critically important, but knowing how to use that which is available is equally important. Effectively using occupational data in program planning and decision making continues as a need that must receive ongoing attention.

Last year administrative responsibility for the VOICC program was transferred from the Department of Education to the Virginia Employment Commission under the provision of Executive Order Number 34 (1983). One and one-half years of experience under this arrangement have fully confirmed preliminary thoughts that this would add strength and cohesion to the effort to have an effective user-responsive data collection and dissemination program.

IDENTIFICATION OF CLIENT JOB TRAINING NEEDS

To begin the identification of client job training needs in Virginia, the fourteen state agencies listed below were surveyed:

Department of Labor and Industry, Division of Apprenticeship Training
Department for the Visually Handicapped
Virginia Employment Commission
Department of Corrections
Council for the Deaf
Rehabilitative School Authority
Department of Rehabilitative Services
Virginia Community College System
Department for the Aging
Governor's Employment and Training Division
Department of Social Services
Department of Mental Health and Mental Retardation
Division for Children
Department of Education, Vocational Education and the Comprehensive Employment Training Service

Thirteen agencies responded to the survey, and the responses have been consolidated in this report.

CLIENT CHARACTERISTICS

Each state agency was asked to identify those characteristics that describe the clients eligible for their services. Generally, those clients were identified as 14 years of age or older, with no or poverty-level income. There seemed to be equal representation from both sexes. Client disabilities included limited education, physical handicaps, mental disabilities, ex-offender and juvenile delinquent status, incarceration, and advanced aged.

BARRIERS TO EMPLOYMENT

Respondents indicated that the most common barriers faced by their clients in obtaining and maintaining training and/or employment opportunities were lack of skills or job knowledge, lack of allowances or support payments, educational deficiencies, and lack of transportation. Physical and mental disabilities and age ranked closely behind these four as being barriers identified fairly commonly among the client population.

SERVICES PROVIDED

The three types of services most widely provided by these agencies include specific client assistance; vocational counseling, assessment and/or training; and job search assistance. In addition to these three, many agencies were identified as providing referral, educational and supportive services. Least common, but still provided by some agencies were follow-up, retraining, and public awareness training.

SERVICES FROM OTHER AGENCIES

A distinct majority (12 agencies) indicated their clients also receive services from other agencies but many qualified their responses by indicating that services were limited. Included is the list of agencies to which clients were referred.

Virginia Employment Commission
Governor's Employment and Training Division
Department of Rehabilitative Services
Department of Education
Department of Social Services
Crippled Children's Bureau
Virginia Occupational Information Coordinating Committee
Rehabilitative School Authority
Department for the Visually Handicapped
Department of Corrections
Division of Apprenticeship Training
Industrial Development Training Program
Department of Social Services
Department for the Aging
Department of Health
Legal Aid Society

The most consistent referral of clients seemed to be among those agencies dealing with the mentally and physically handicapped.

SERVICES NEEDED

In response to whether agencies felt that there were services needed by their clients but unavailable to them, nine out of fourteen responded in the affirmative. Several general conclusions could be drawn from these responses. It was apparent that those services that were lacking varied from one region to another and seemed to be the most lacking in rural areas. It was also noted that often services were available but not in an amount sufficient to meet the need for them. The most specific reoccurring unmet need seemed to be in the area of job training and placement services for the handicapped.

SERVICES UNAVAILABLE

Agencies were asked to identify if there were services provided by other agencies that met their clients' needs but were unavailable to them and to indicate why they were unavailable. Again, this was identified as a regional issue that seemed more prevalent in rural areas. Eight out of fourteen respondents indicated that it was a problem and felt that the three major reasons it existed were lack of understanding of each other's clients and their needs, policy differences, and inadequate funding.

ADVISORY COUNCIL COMMENT

The two Councils note the agencies surveyed consistently identified that clients lack skills or job knowledge and exhibit educational deficiencies in addition to needing supportive services to participate in programs to correct these problems.

COORDINATION ON THE STATE LEVEL

The agencies surveyed were also asked their opinions regarding the coordination of services on the state level. None of the thirteen respondents indicated that they felt coordination efforts were excellent, while four agreed they were very good, seven identified them as satisfactory and two felt they were less than satisfactory.

FACTORS THAT CONTRIBUTE TO SUCCESSFUL COORDINATION

Most respondents agreed that the two most important factors contributing to successful coordination were personalities of the agency or organization staff members and mutual clients. The next most popular responses were written agreements and legislated coordination.

FACTORS THAT INHIBIT COORDINATION

The two factors most commonly identified as inhibiting coordination were lack of communication and insufficient resources. These responses were followed most consistently by conflicting or dissimilar legislation and turf maintenance.

COORDINATION ON THE LOCAL LEVEL

Response to whether coordination was enhanced, deteriorated or stayed the same when shifted to the local level was split. Five respondents indicated that it was enhanced, six felt it deteriorated and one felt it stayed the same. Reasons for deterioration included turf maintenance, lack of communication and follow-up from the state level, resistance to change and less interest when responsibility is shifted from the state to the local level. Reasons identified for enhancement included more immediate and direct involvement with the program, the client, and a decline in resources.

ADVISORY COUNCIL COMMENT

The GJTCC and the Advisory Council conducted a similar survey on coordination efforts in 1980. It was interesting to note that the responses in 1984 were fairly consistent with responses to the same questions four years earlier. The Councils agreed to update the survey on the state level this year and plan to conduct a similar survey that will reflect responses from localities next year.

COUNCIL MEMBER VISITATIONS

Members of the State Advisory Council visited vocational education programs during a meeting in the Roanoke-Salem area in the spring of 1984. Groups of Council members visited Virginia Western Community College; the National Business College; and programs in the school systems of Roanoke County, Salem City, and Roanoke City.

During the visits, council members asked questions of teachers, administrators, and students about the vocational programs and related activities. Major problem areas impacting on the programs and other areas of concern that should be reviewed by the State Advisory Council were identified.

A continuing problem encountered by many of these vocational education program delivery systems is the need to update equipment due to rapid technological changes. A lack of available space for expanding existing programs and developing new ones was also cited. The following is a summary of problem areas and concerns identified during these visits.

SALEM CITY SCHOOL DIVISION

1. Students do not always have realistic attitudes regarding their careers.

2. Limited space available for the auto mechanics program is a concern.

3. There is a problem with the sequence of vocational courses substituting for math and science -- some students drop out of vocational courses and lose a credit, or start a sequence and cannot complete it, therefore, losing one or more courses required for graduation.

4. Transportation for students to the vocational-technical building is not adequate.

5. More emphasis should be placed on vocational education programs.

ROANOKE COUNTY SCHOOL DIVISION

1. More equipment funds are needed for computer technology instruction.

2. A concern voiced at all four sites visited in this division is the "selling of" vocational education to communities, especially parents.

3. Standards for courses/programs should be set and maintained in all areas.

4. The enrollment in vocational education programs is decreasing because fewer academic students are enrolling, and non-college bound students are enrolling during the final high school years.

5. Frequent course title changes with non-specific titles cause confusion by not communicating the content of the course at the same time.

ROANOKE CITY SCHOOL DIVISION

1. Adequate funding for new equipment and the maintenance and repair of existing equipment is a concern.

2. The impact of high-technology has made it harder to determine what objectives should be, what new programs to offer, and what existing programs to phase out.

3. A more positive, visible image of vocational education needs to be projected in the community. There is a general lack of awareness of the resources available.

4. The change in the accreditation standards from 20 units to 22 and the impact on vocational education was identified as a concern.

VIRGINIA WESTERN COMMUNITY COLLEGE

1. Personal computers as well as computers for the laboratories are needed.

2. "Hands on" experience should be made available for individuals enrolled in occupational-technical training programs.

3. At least one staff member is needed to handle record keeping, to manage inventory and supplies, and to monitor the repair and maintenance of equipment in the dental hygiene department.

4. Additional space is needed in the schools of architecture, nursing, radiography and data processing.

5. The length of time it takes to process requests for equipment purchases is a problem.

6 Many students must be denied enrollment because there is no space or adequate equipment available to accommodate the requests. The enrollment in evening classes is triple the number in day classes.

NATIONAL BUSINESS COLLEGE

1. One major problem identified is the image of vocational education as being considered a second-rate curriculum.

2. There is a lack of student preparation. Each stage of education should stop "blaming others" and begin to take responsibility for the problem.

3. Proprietary schools are not eligible for the State Student Incentive Grants Program, but their students are used in state counts for determining the grants.

VIRGINIA OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

The Virginia Occupational Information Coordinating Committee (VOICC) continued to meet its responsibilities to provide occupational data and career decision making information through two major contractors. The Tayloe Murphy Institute, University of Virginia, administers the Virginia Occupational Information System (VOIS) and the College of Education, Virginia Polytechnic Institute and State University, administers the Career Delivery System (Virginia VIEW).

During FY 1984 a major activity of VOICC involved conducting a workshop for program planners from vocational education in the public schools and community colleges, job training programs, state agencies, and other organizations. The workshop was rated highly successful by the participants, and it identified the need for further help for representatives of these groups on effective utilization of available data.

Further information about VOIS and Virginia VIEW is included in Section IV of this report, "Review of Services to People and Their Needs."

COMMENTS ON REPORTS OF THE GOVERNOR'S JOB TRAINING COORDINATING COUNCIL

During FY 1984 the GJTCC did not publish any reports. The Advisory Council received meeting agendas and minutes throughout the year. The Council provided copies of its fourteenth evaluation report to the GJTCC in the spring of 1984.

LOCAL VOCATIONAL ADVISORY COUNCILS

The Advisory Council worked closely with the State Board of Education and its staff in conducting six regional workshops on local vocational advisory councils during FY 1984. More than 200 individuals representing local council members, local board members, school superintendents, and vocational administrators attended these one-day sessions. A seventh workshop was conducted in the fall of 1984 to complete this activity in all regions of the state. The Council asked those attending to assess the work of local councils on a survey form. While there is still nee for greater involvement of councils, the results of the survey show continued progress in the effective utilization of vocational councils.

Council members continued to attend local advisory council meetings to gain insight into the operation of these groups. A newsletter was published by the Council during FY 1984 to highlight activities of local councils. This newsletter provides a needed communication link between councils.

STATE BOARD EVALUATIONS OF VOCATIONAL EDUCATION

The VEEVA (Vocational Education Evaluation in Virginia) system was used to evaluate thirty school divisions and jointly owned vocational centers during the 1983-84 school year. Health technology programs were evaluated in the community colleges during this same period using an evaluation system that reviews clusters of programs annually. This system uses concepts designed by the National Center for Research in Vocational Education at Ohio State University.

Evaluation of the school divisions and vocational centers involved the use of program evaluation forms based on general standards for all vocational programs and specific program standards, teacher and student questionnaires, and enrollment and follow-up data from the vocational reporting system. Data collected on secondary vocational programs were analyzed and used as the information base for making recommendations to improve the programs. State program supervisors worked with local school division personnel in reviewing the evaluative data and in developing recommendations for improvement. Follow-up reports on progress made in implementing the recommendations will be made by each school division evaluated early in 1985.

The State Advisory Council monitored the VEEVA system in FY 1984 through a variety of activities. The Council reviewed the summary of evaluations conducted in 1982-83 including a three-year analysis of VEEVA data. During this review and discussion with VEEVA staff members, the concept of developing a questionnaire for use with guidance counselors was proposed. A questionnaire for counselors was used in the thirty school divisions and vocational centers evaluated in 1983-84. Members of the Council's Committee on Evaluation attended two VEEVA workshops for school divisions evaluated in 1984-85. Committee members also observed several VEEVA supervisory follow-up visits which involved reviewing evaluative data and determining recommendations for program improvements. The Committee on Evaluation also received a report on the evaluation of the agriculture and natural resource technology programs in the community colleges.

The task force reviewing the student/employer follow-up system completed its work in June, 1984. The recommendations of the task force call for a follow-up procedure to be incorporated within the VEEVA system and made available for use by all localities in years when they are not a part of the VEEVA evaluations. It is also recommended that the present follow-up system under the Vocational Education Reporting System be used only to meet federal reporting requirements.

PUBLIC MEETINGS OF THE ADVISORY COUNCIL

The Advisory Council held three public meetings during the spring of 1984. These meetings were held in Wise at the Wise County Vocational-Technical Center, in Norfolk at the Norfolk Public Schools Adult Learning Center, and in Lynchburg at Central Virginia Community College. Attendance at the three meetings totaled 133 with approximately an equal number at each of the meeting sites.

Nine members of the Advisory Council, three at each location, were present to hear comments from the presenters. The following is a summary of issues and concerns presented at the meetings.

WISE COUNTY

1. Concern was expressed regarding the new graduation requirements and their impact on vocational education programs.

2. The achievement of excellence in academic courses is being emphasized by the national reports, but it is also vitally important to seek excellence in vocational programs.

3. Rapid changes in the business world will require more retraining of employees, and small businesses may not be able to afford to do this themselves. Vocational education must be prepared to help meet this need.

4. A high percentage of jobs in the future will involve computers. Students in all vocational programs will need to be computer literate. Small businesses cannot afford this training or retraining.

5. Schools need to provide short-term courses in vocational subjects for students who cannot take regular vocational programs.

6. More classes in a greater variety of subjects need to be offered at nights for adults who work full-time.

7. A rental system for textbooks should be established to combat the high cost of these books.

8. Stereotyping of students enrolled in vocational programs is a problem. Many people just do not realize the benefits of the education and training provided in these programs.

9. Concern was expressed about the continued availability of night classes for adults who have regular jobs.

10. It is important for students to make some type of career choice at the beginning of high school so they can take full advantage of vocational education.

11. Every educational program should stress the point of an individual focusing on a chosen career for making a living and becoming a productive member of our society.

NORFOLK

1. The national studies seem to imply all students are going to college. It is hoped that raised expectations do not pose any danger to students' access to vocational education.

2. Industry cannot find enough graduates from vocational education programs.

3. Vocational education does not enjoy the status of a bona fide partner with preparation for going to college. It should be recommended to the Governor that vocational education students graduating with honors be recognized with his seal the same as academic students. This would reinforce the idea that vocational education is a first-rate program.

4. Many vocational labs were designed and built by state guidelines to house a maximum of twenty students, but state maximum enrollments are set at fifteen. This represents a twenty-five percent reduction in state funds for these programs, and the maximum should be changed to twenty students.

5. There is a lack of awareness by people about private career schools and the contributions they are making in education.

6. The State Advisory Council should update every four to six years its earlier report on private career schools and present it to the members of the Council. It is also important that the Council continue to visit private career schools as it visits vocational programs throughout the state.

7. More information is needed on the cost of providing vocational-technical education programs.

8. Contracting between public schools and private career schools should take place.

9. The credibility and prestige of vocational education is less in the United States than in other countries.

10. The stigma that vocational education has less value than other programs should be removed.

11. Vocational education must seek more involvement with business and industry.

12. Academic education should not have a higher priority than vocational education. Graduation requirements mandate academic credits, but there is no requirement for vocational education courses.

13. Vocational programs should constantly be reexamined and upgraded.

14. Students need to work on constructive rather than make-work projects.

LYNCHBURG

1. Cooperation between vocational education and the apprenticeship program is good.

2. College bound students can benefit from vocational education because costs are high and many need to work to complete their education.

3. There is a need for emphasis on quality in all vocational programs.

4. Cooperation between the public schools and community colleges needs to be expanded.

5. There is a great need to modernize equipment in vocational programs in the public schools and community colleges.

6. The new graduation requirements may have a negative impact on elective programs at the junior high school level.

7. The concept of a seven-period day will increase elective courses opportunities.

8. There is a need to place students from laboratory programs into cooperative employment in the community.

9. There is a need for the state to support leasing of vocational education equipment.

10. Industry should be approached to adopt a junior high school to assist in providing technical education.

11. Business people feel the new graduation requirements will have a positive effect on vocational education because of the emphasis on math and science. A reexamination of how to use the math and science requirements in the field of vocational eudcation needs to take place.

12. Vocational programs need "current-to-the-art" equipment.

13. Adult vocational education is needed around the clock in some areas to serve the needs of those on shift work.

14. Adult education has great potential. More programs are needed.

15. It is important that a relationship be established between business and education that results in a flow of information.

16. There is an acute problem of minority youth unemployment in the area and the state. To remedy this young people must be stimulated to seek employment in vocational education fields. It might help to get successful minority employers and employees to conduct forums for young people.

17. Before we close the widening gap on high technology, we must strengthen our position on vocational education and its importance to youth and the country. There is a need to overcome the stigma and change attitudes about vocational education.

APPENDIX

PROJECTED OCCUPATIONAL CHANGE IN VIRGINIA 1980-1990

Occupational Group	Employment 1980	Employment 1990	Change 1980-1990 Number	Change 1980-1990 Percent
Total, All Occupations	2,166,036	2,676,494	510,458	23.6
Prof, Tech & Kindred Occups	393,338	513,457	120,119	30.5
Engineers	31,279	41,959	10,580	33.7
Engr & Science Tech	31,167	41,003	9,836	31.6
Med Workers, except Tech Health Technologists & Technicians	39,021	56,983	17,962	46.0
Computer Specialists	25,647	37,122	11,475	44.8
Teachers	20,042	32,120	12,078	60.3
Other Prof & Tech	109,453	132,996	23,543	21.5
Managers & Officials	94,373	118,598	24,225	25.7
Sales Workers	192,002	236,467	44,465	23.2
Clerical Workers	135,543	164,691	29,148	21.5
Stenos, Sec & Typists	433,459	536,730	103,271	23.8
Office Machine Operators	95,348	122,938	27,590	28.9
Other Clerical Workers	20,501	25,964	5,463	26.6
Crafts & Kindred Workers	317,611	387,828	70,217	22.1
Construction Crafts Workers	262,959	309,540	46,581	17.7
Blue Collar Workers Sups	72,199	79,839	7,640	10.6
Mechanics, Repairers, & Installers	30,331	35,339	5,008	16.5
Other Crafts, Kindred Workers	61,277	76,265	14,988	24.5
Operatives, ex. Transportation	60,924	73,175	12,251	20.1
Semi-skilled Metalworking Operatives	193,492	219,935	26,443	13.7
Other Operatives, except Transportation	22,686	27,196	4,510	19.9
Transportation Equipment Operatives	132,931	152,102	19,171	14.4
All Other Operatives & Semi-skilled Workers	85,135	100,067	14,932	17.5
Service Workers	26,845	30,820	3,975	14.8
Cleaning Service Workers	305,238	407,207	101,969	33.4
Food Service Workers	65,003	84,011	19,008	29.2
Health Service Workers	128,830	176,825	47,995	37.2
Personal Service Workers	29,041	42,428	13,387	46.1
Protective Service Workers	24,582	30,977	6,395	26.0
Laborers, except Farm	43,602	54,851	11,249	25.8
Farmers & Farm Workers	133,155	151,643	18,488	13.9
	4,869	5,938	1,069	22.0

NOTE:

1. Only significant sub-groups (those with over 1% of 1990 total employment) are shown.

2. Self-employed workers and unpaid family workers are not included.

3. Figures may not add to 100%, due to rounding.

SOURCE OF DATA: The Virginia Employment Commission

VIRGINIA OCCUPATIONS WITH MOST RAPID GROWTH 1980-1990

Occupation	Employment 1980	Employment 1990	Growth Number	Growth Percent
Data Processing Machine Mechanics	1,217	3,371	2,154	176.99
Paralegal Personnel	1,440	3,151	1,711	118.82
Tax Preparers	542	1,026	484	89.30
Office Machine Servicers/ Cash Reg Service	1,676	2,855	1,179	70.35
Systems Analysts, EDP	11,518	19,345	7,827	67.95
Computer Operators	5,570	9,163	3,593	64.51
Dental Hygienists	1,101	1,787	686	62.31
Chiropractors	133	215	82	61.65
Dental Assistants	2,772	4,457	1,685	60.79
Dentists	1,148	1,844	696	60.63
Food Prep and Service Workers, Fast Food Res	23,320	37,266	13,946	59.80
Employment Interviewers	1,193	1,897	704	59.01
Medical Assistants	1,406	2,225	819	58.25
Economists	549	865	316	57.56
Photoengravers, Lithographers	995	1,548	553	55.58
Insurance Clerks, Medical	1,765	2,740	975	55.24
Occupational Therapists	378	584	206	54.50
In-File Operators	194	299	105	54.12
Luggage Makers	161	246	85	52.80
Physicians and/or Surgeons	5,635	8,559	2,924	51.89
Dietetic Technicians	239	363	124	51.88
Rental Car Delivery Workers	439	666	227	51.71
Electrical Instrument Repairers	202	304	102	50.50
Computer Programmers	8,524	12,776	4,252	49.88
Dental Lab Technicians	719	1,076	357	49.65
Lawyers	4,733	7,061	2,328	49.19
X-Ray Technicians	1,190	1,769	579	48.66
Correction Officers and/or Jailers	5,301	7,874	2,573	48.54
Electrical Engineers	10,701	15,878	5,177	48.38
Blood Bank Tech Specialists	346	513	167	48.27
Medical Lab Assistants	1,335	1,977	642	48.09
Nurses, Professional	23,970	35,493	11,523	48.07

NOTE:

1. Self-employed and unpaid family workers are not included.
2. Only occupations with 1990 projected employment of over 200 are included.

SOURCE OF DATA: The Virginia Employment Commission

VIRGINIA OCCUPATIONS WITH LARGEST AVERAGE ANNUAL OPENINGS 1980-1990

Occupations	Average Annual Openings	Openings due to Growth	Openings due to Separations
Janitors, Porters, and Cleaners	5,001	1,901	3,100
Secretaries	4,749	2,163	2,586
Sales Clerks	3,725	1,259	2,466
Preschool/Elementary School Teachers	2,837	956	1,881
Cashiers	2,819	1,387	1,432
General Clerks, Office	2,810	960	1,850
Food Prep and Ser Workers, Fast Food Restaurants	2,425	1,395	1,030
Nurses, Professional	2,297	1,152	1,145
Bookkeepers	2,275	776	1,499
Waiters or Waitresses	2,036	928	1,108
Teachers, Secondary	1,895	746	1,149
Nurses Aides/Orderlies	1,787	900	887
Typists	1,711	592	1,119
Guards and Doorkeepers	1,623	490	1,133
Managers, Store	1,577	570	1,007
Supervisors, Nonworking	1,325	500	825
Truck Drivers	1,295	574	721
Sewers and Stitchers	1,245	257	988
Kitchen Helpers	1,232	586	646
Gardners and Groundskeepers	1,051	328	723
Helpers, Trades	1,002	336	666
Systems Analysts, EDP	968	783	185
Licensed Practical Nurses	961	435	526
Sewing Machine Operators, Garment	961	202	759
Accountants and Auditors	955	460	495
Assemblers	932	460	472
Maintenance Repairers, General Utilities	900	419	481
Delivery and Route Workers	884	450	434
Automotive Mechanics	867	461	406
Stock Clerks, Stockroom Warehouse, etc.	791	354	437

NOTE:

1. Self-employed and unpaid family workers are not included.

2. "Openings Due to Separations" covers only death and retirement.

SOURCE OF DATA: The Virginia Employment Commission

COMPARISON OF 1982-83 HIGH SCHOOL GRADUATES WITH 1979 NINTH GRADE MEMBERSHIP AND GRADUATES CONTINUING EDUCATION, NUMBER NOT CONTINUING EDUCATION, GRADUATES WITHOUT MARKETABLE SKILLS NOT CONTINUING EDUCATION, AND DROPOUTS BY PLANNING DISTRICTS

PLANNING DISTRICT	MEMBERSHIP NINTH GRADE	NUMBER OF HIGH SCHOOL GRADUATES (REGULAR AND SUMMER)	1982-83 GRADUATES AS PERCENT OF NINTH GRADE MEMBERSHIP	NUMBER OF GRADUATES CONTINUING EDUCATION AT 4 YEAR, 2 YEAR AND OTHER INSTITUTIONS	NUMBER OF GRADUATES NOT CONTINUING EDUCATION	NUMBER OF GRADUATES WITHOUT MARKETABLE SKILLS AND NOT CONTINUING EDUCATION	NUMBER OF DROPOUTS DURING 1982-83 SCHOOL YEAR
1	1,735	1,161	66.9	505	656	114	440
2	2,425	1,623	66.9	740	883	130	501
3	2,910	2,100	72.1	1,025	1,075	66	437
4	2,117	1,610	76.1	844	766	34	371
5	3,816	3,114	81.6	1,843	1,271	329	622
6	3,173	2,368	74.6	1,120	1,248	178	636
7	2,233	1,702	76.2	814	888	68	371
8	17,977	15,498	86.2	11,706	3,792	1,855	2,055
9	1,666	1,265	75.9	631	634	35	437
10	2,302	1,624	70.5	847	777	144	503
11	3,114	2,340	75.1	1,288	1,052	141	585
12	3,913	2,976	76.1	1,311	1,665	293	851
13	1,418	1,042	73.5	582	460	80	332
14	1,346	946	70.3	374	572	97	305
15	9,479	6,961	73.4	4,023	2,938	335	2,188
16	2,449	1,658	67.7	895	763	64	527
17	607	487	80.2	228	259	16	110
18	900	721	80.1	301	420	58	171
19	2,584	2,185	84.6	1,144	1,041	144	621
20	13,688	8,958	65.4	6,050	2,908	378	3,721
21	5,906	4,600	77.9	3,007	1,593	74	1,128
22	713	536	75.2	284	252	11	159
TOTAL	86,471	65,475	75.7	39,562	25,913	4,644	17,071

24.3% of the 1979 ninth grade membership dropped out and did not graduate in 1983
49.7% of the ninth grade membership dropped out or did not continue education beyond high school
60.4% of the graduates are attending postsecondary institutions
Source of data: Facing Up-18, Department of Education, May, 1984

COMMUNITY COLLEGE ENROLLMENTS BY TYPE OF PROGRAM, FALL 1983

Community College	Occupational Technical No.	%	College Transfer No.	%	Develop-ment No.	%	Unclassified No.	%	Total Enrollment
BLUE RIDGE	834	39	368	17	1		961	44	2,164
CENTRAL VA	1,284	34	452	12	822	22	1,235	33	3,793
D.S. LANCASTER	497	47	113	11	71	7	387	36	1,068
DANVILLE	947	41	203	9	320	14	812	36	2,282
EASTERN SHORE	90	29	18	6	35	11	164	53	307
GERMANA	444	24	405	21			1,038	55	1,887
J.S. REYNOLDS	3,923	36	801	7	587	5	5,450	51	10,761
JOHN TYLER	2,044	48	293	7	4		1,958	46	4,299
LORD FAIRFAX	639	35	366	20			816	45	1,821
MOUNTAIN EMPIRE	939	41	305	13	24	1	1,048	45	2,316
NEW RIVER	1,119	40	334	12			1,323	48	2,776
NORTHERN VA	6,745	19	4,679	13	1,352	4	21,993	63	34,769
PATRICK HENRY	669	53	274	22			329	26	1,272
PAUL D. CAMP	406	37	527	47	127	11	52	5	1,112
PIEDMONT VA	770	21	1,422	38	192	5	1,332	36	3,716
RAPPAHANNOCK	449	34	169	13			700	53	1,318
SOUTHSIDE VA	552	33	147	9			956	58	1,655
SOUTHWEST VA	1,884	59	982	31			307	10	3,173
THOMAS NELSON	3,827	55	1,652	24			1,422	21	6,901
TIDEWATER	7,762	49	3,648	23	2		4,543	28	15,955
VA HIGHLANDS	850	57	315	21	23	2	313	21	1,501
VA WESTERN	2,153	38	1,226	21	7		2,342	41	5,728
WYTHEVILLE	627	36	173	10	237	13	725	41	1,762
TOTAL SYSTEM	39,454	35	18,872	17	3,804	3	50,206	45	112,336

% represents percent of a college's enrollment in a specified program

SOURCE OF DATA: Virginia Community College System

COMMUNITY COLLEGE ENROLLMENTS BY EDUCATIONAL OBJECTIVES
OF UNCLASSIFIED STUDENTS, FALL 1983

Community College	Upgrading Skills Present Job	Develop Skills New Job	Career Explora-tion	General Knowledge	Other Objec-tives	Total No.
BLUE RIDGE	376	210	61	186	128	961
CENTRAL VA	406	147	46	283	353	1,235
D.S. LANCASTER	142	34	10	146	55	387
DANVILLE	275	113	57	156	211	812
EASTERN SHORE	57	5	2	92	8	164
GERMANA	11	6	6	790	225	1,038
J.S. REYNOLDS	874	91	60	3,512	913	5,450
JOHN TYLER	901	206	48	514	289	1,958
LORD FAIRFAX	312	152	69	169	114	816
MOUNTAIN EMPIRE	515	92	6	405	30	1,048
NEW RIVER	331	161	138	520	173	1,323
NORTHERN VA	1,006	1,062	839	17,854	1,232	21,993
PATRICK HENRY	71	40	26	97	95	329
PAUL D. CAMP	-	-	1	1	50	52
PIEDMONT VA	518	177	40	507	90	1,332
RAPPAHANNOCK	160	75	29	342	94	700
SOUTHSIDE VA	164	84	35	524	149	956
SOUTHWEST VA	17	13	3	141	133	307
THOMAS NELSON	67	61	844	355	95	1,422
TIDEWATER	575	343	277	2,323	1,025	4,543
VA HIGHLANDS	21	30	47	139	76	313
VA WESTERN	407	25	19	1,878	13	2,342
WYTHEVILLE	89	8	4	504	120	725
TOTAL SYSTEM	7,295	3,135	2,667	31,438	5,671	50,206

SOURCE OF DATA: Virginia Community College System

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